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ABSTRACT

A study investigated media-related activities in U.S. secondary schools. A seven-page survey was completed by 834 high school personnel from around the country. Topics addressed included the extent and type of media outlets and classes; journalism credit; recruitment of students; participation by students from multicultural backgrounds; and the working conditions, attitudes, and characteristics of high school journalism teachers and advisers. Results indicated that: (1) 94% of all U.S. high schools have some type of media activity or outlet; (2) 93% publish yearbooks and 79% have newspapers; (3) more than half a million high school students are enrolled in journalism classes; (4) nearly three-quarters of a million students are on school media staffs; (5) 28% of journalism teachers and advisers hold state certification in journalism, and 8% earned a journalism major; and (6) 84% of advisers reported "a great deal" or "almost complete" freedom in advising. (Twenty-four notes are included.) (SR)

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HIGH SCHOOL JOURNALISM INSTITUTE
INSIGHT
School of Journalism
Indiana University
Bloomington, IN 47405
April 1992

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Research Report:

Secondary School Journalism in the United States

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by Jack Dvorak
Director, High School Journalism Institute

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Some Findings . . .

- 94 percent of all high schools have some type of media activity or outlet
- More than half a million high school students are enrolled in journalism classes
- Nearly three-quarter of a million students are on school media staffs
- 93 percent of U.S. high schools publish yearbooks; 79 percent have newspapers
- Journalism teachers are happier than other teachers who don't teach journalism
- 28 percent of J-teachers and advisers hold state certification in journalism
- 8 percent of all journalism teachers-advisers earned a journalism major

Continued . . .

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Journalism in the nation's secondary schools

Recent study measures extent of media outlets and classes

Almost 95 percent of the United States' secondary schools have at least one of the following media-related activities: a journalism course for credit, a yearbook, a newspaper, a news magazine, or a television or radio station.

This finding, among many others, is a result of a random national sample of high schools. Methods of the study are explained in the final section of this newsletter.

With 94.6 percent of the nation's schools reporting some type of journalistic activity, it means that about 21,555 of the country's 22,785 high schools offer communications outlets or classes for students.[1]

More than 75 percent of the journalism educators in the survey reported that at least one journalism class was offered at the school. About 91 percent of the schools offered a media laboratory for student journalists who work on newspaper, yearbook or broadcast facilities.

Projected onto the high school population in the U.S., these percentages mean that about 541,167 students are enrolled in a course called "Journalism," and about 717,409 students serve on school media staffs.

In examining the breakdown of schools offering different types of media, the chart below shows the distribution.

More schools offer yearbook experiences than any other single medium, with nearly 93 percent of all high schools having yearbooks. In the chart below, if one were to combine newspaper (78.7 percent) with news magazines (4.4 percent), the total regularly published print media can be found in 83.1 percent of the nation's secondary schools. Literary magazines, by contrast, are found in but 37.8 percent of the country's schools despite the much larger number of offerings and students taking English and general language arts courses.

A relatively small number of radio and TV outlets are found. About 2,894 schools (12.7 percent of the total) offer these broadcasting experiences.

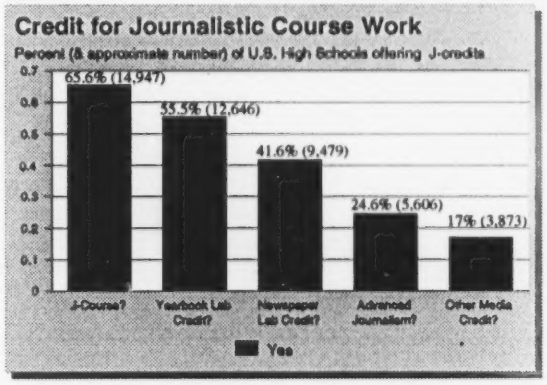
The typical class size for a Journalism section is 31.5 students. The average lab size is 34.6 students.

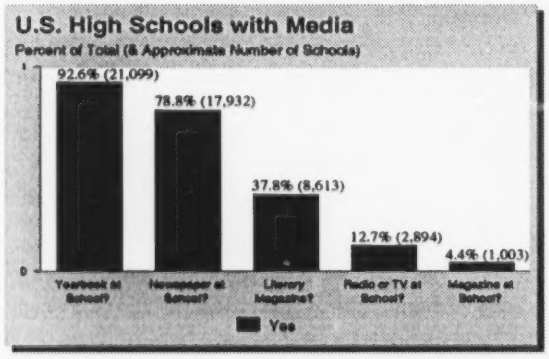
Journalism Credit

Nearly 15,000 schools (65.6 percent) offer basic or beginning journalism as a credit course that lasts at least one semester.

Yearbook lab credit is offered in more than 12,600 schools (55.5 percent), and newspaper lab credit is available for students in about 9,500 schools (41.6 percent).

Broadcast and other media labs for credit are found in about 3,873 high schools nationally (17 percent).





Of those schools with journalism classes and labs, which involve about 21,555 secondary schools nationally, 86.5 percent of them offer some type of academic credit for the experience.

Schools accept this credit in a variety of ways: 13 percent (2,792 schools) that have media classes or outlets accept journalism as an English requirement.; 26 percent (5,583 schools) accept it as a language arts elective; 43.4 percent (9,320 schools) accept it as a general elective toward graduation; 4.1 percent (about 880 schools) list "other" credit — such as vocational education, social studies, art, and the like; and 13.5 percent (2,899) do not grant credit for media labs.

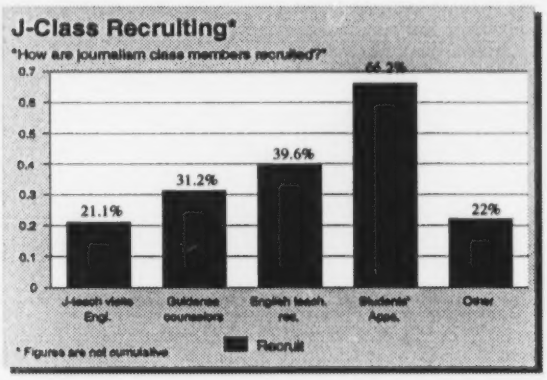
Among the 21,474 schools reporting media lab experiences, 89 percent (19,112) provide computers.

[1] Journalism educators from 834 schools returned surveys by summer 1991. At the 95 percent confidence level, the maximum standard error is plus or minus 3.4.

Recruitment of Students

One concern often expressed by journalism educators is the health of the program in terms of student participation. How are students recruited for future journalism classes, and how are they subsequently recruited to be on staff?

In terms of classes, the No. 1 method employed at U.S. high schools seems to be through prospective student applications. About 66.2 percent of the journalism educators reported using this method.

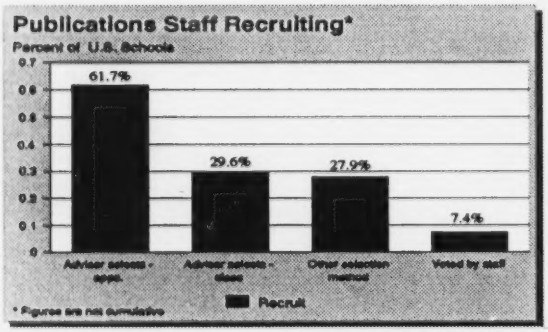


This application procedure seems to distinguish journalism classes from other classes in that most others don't seem to require applications. Other complementary methods, most often preceding the application process, seem to be used in fairly substantial proportions of schools across the country.

Recommendations from English teachers are used in 39.6 percent of the nation's schools, and 31.2 percent of the journalism programs rely on recommendations and scheduling from guidance counselors.

In more than 20 percent of the schools with journalism classes, the journalism teacher visits English classes as a means of recruiting future students.

When it comes to recruitment of publications staff members, the most common selection procedure is for the adviser to select from among applicants.



Almost 62 percent of the journalism educators in the survey indicated that they selected new staff members from among those who submitted applications.

A distant second in method of selecting a new staff involves the adviser selecting from among those in a class. Other selection methods, unavailable at this time, comprise a similar percentage (nearly 30 percent).

A small percentage (7.4 percent) of new staffs are voted on by current staff members.

AHANA Participation

Journalism programs in the country are well-represented by students with multicultural backgrounds.

Fully 24 percent of all students in the journalism programs represented in this study are from African-American, Hispanic, Asian-American or Native-American backgrounds. This compares with 23.6 percent of the total school AHANA population, as reported by the 786 journalism educators participating in this part of the study. AHANA participation levels found in this study compare favorably with ones found in Journalism Education Association studies of students with high school journalism experience who subsequently went to college.[2]

As will be seen in the next section on characteristics and working conditions of journalism educators, however, it can be observed that the percentage of AHANA media educators is far below that of secondary school teachers generally and even farther lower than the percentage of AHANA students in the programs.

Working conditions, attitudes, characteristics of high school journalism teachers and advisers

Academic Background

Journalism educators have earned many degrees — but only 7.8 percent of the total have been earned in journalism.

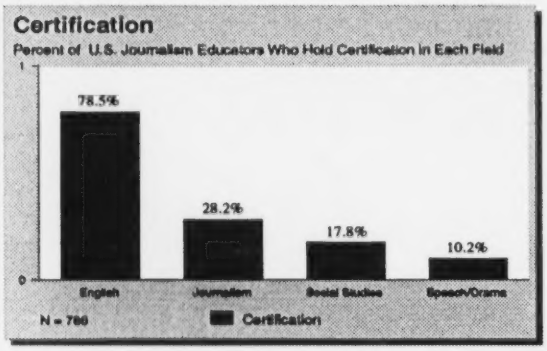
Of the 786 journalism educators who participated in this study, 11.1 percent held associate degrees; 97.2 percent held bachelor's degrees, 53.3 percent held master's degrees; and 10.1 percent held specialist (post-master's) or doctoral degrees.

Here's a breakdown of each degree category and the percentage of journalism majors in each: associate, 8

[2] See, for example, Jack Dvorak, "Comparisons of College Grades, American College Testing Scores and High School Grades Between Those With and Those Without High School Newspaper or Yearbook Experience" in *High School Journalism Confronts Critical Deadline*. Manhattan, Kansas: Journalism Education Association, 1987. Pp. 54-69.

percent; bachelor's, 8.5 percent; master's, 5.5 percent; and specialist's or doctorate, 12.7 percent.

However, a much higher percentage of the educators in the study (28.2 percent) indicated that they held state teaching certification in journalism. Some states do not certify teachers in journalism at all; others have minimal requirements.[3] Thus, it is conceivable that several of the 28.2 percent educators in this study who hold state certification credentials might have one or two journalism courses, accompanied by a teaching major in some other related field like English, and qualify for state certification in journalism.



The No. 1 field of certification among journalism teachers and advisers is English (78.5 percent). Journalism is next with 28.2 percent. The third most frequent area of certification for those teaching journalism and advising publications is social studies (17.8 percent), while speech/drama is fourth highest of the areas with 10.2 percent of the respondents holding credentials.

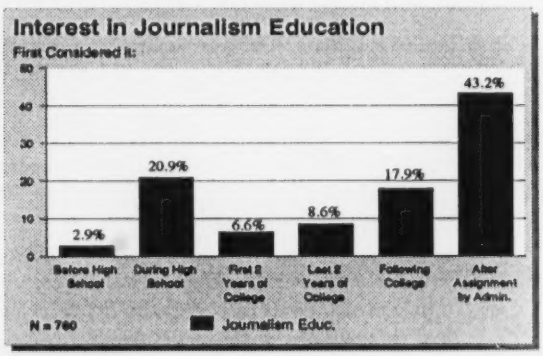
Initial Interest in Teaching

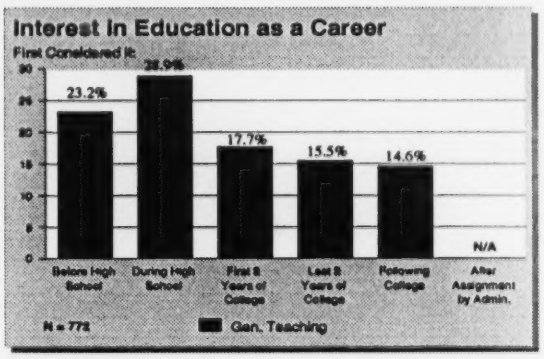
One possible explanation for the relatively small incidence of formal certification among journalism educators can be observed when examining the time at which they first considered it. In answer to the question "When did you first think about getting involved in journalism education?" the largest response, 43.2 percent, was "after assignment by an administrator." Thus, a plurality of journalism educators don't get involved through their own interest or dedication in the field but through administrative decision-making.

The second-most common time of first thinking about getting involved in journalism education was while the educators were going to high school (20.9 percent); third was "after teaching something else first" (17.9 percent). High school experiences seem to be more influential than collegiate experiences when it comes to first thinking about journalism education as a career in that 15.2 percent of the respondents first considered teaching journalism while they were in college (6.6 percent during the first two years of college and 8.6 percent during the final two college years).

In sum, 61.1 percent of current educators had initial introductions to journalism education after they had begun teaching careers in another field — like English — while only 38.9 percent made their initial consideration sometime before college graduation.

By way of contrast respondents were asked, "When did you first think about entering teaching as a career?" More than 50 percent noted an interest before or during high school, and another 33.2 percent first thought of teaching while in college. Only 14.6 percent considered teaching once they had been graduated from college.





People now involved in journalism education generally come to the area after their initial interest in becoming teachers, as the two charts above show. While 85.4 percent of them first thought about becoming teachers before college graduations, less than 40 percent of the teachers had considered journalism education before leaving college.

[3] See, for example, Marilyn Weaver, "A Summary of Journalism Certification Requirements: A National Assessment," Paper presented at the Mid-winter Meeting of the Secondary Education Division, Association for Education in Journalism and Mass Communication, Knoxville, Tenn., Jan. 16, 1988."

Media and Non-teaching Background

High school journalism educators, despite somewhat weaknesses in formal journalism background, seem to have other media-related experiences that might complement their current duties.

For example, 40.2 percent of the respondents claimed to have been on the staff of a publication while they were in high school. Average number of years on staff was 3.1. Other percentages of journalism educators' media work and average years of experience include: college publications, 26.6 percent (2.7 years); and professional media, 24.4 percent (4.8 years).

More than one-third of the teachers in the study had work experience after college in areas other than teaching. In fact, these 33.8 percent of the journalism educators reported an average of 10.2 years of experience doing non-teaching jobs.

Years of Service

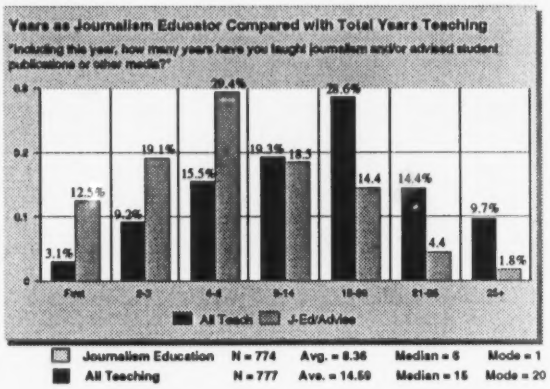
High school journalism educators have been involved in media teaching or publications work for an average of 8.4 years. However, they have been educators for 14.6 years. This compares with an average tenure of 14.8 years for all secondary school teachers.[4]

By contrast, U.S. college journalism educators have 12 years of teaching experience[5] and an additional 9.3 years of professional experience.[6]

The heaviest concentration of high school media educators are in their first year of doing journalistic assignments while 31.6 percent are in their first three years and 61 percent are in their first eight years. By way of comparison, only 3.1 percent of all respondents are in their first year of teaching, 12.3 percent are in their first three years, and only 27.8 percent are in their first eight years of teaching.

Once again, these trends indicate that staffing needs prompt administrators to select current language arts (and other) teachers to fill in as journalism instructors and media advisers.

Also, as seen in the next graph, as years of teaching experience increase, the lesser likelihood there is that teachers hold onto journalism duties. For example, the highest concentration of teachers in this study had between 15 and 20 years classroom experience (28.6 percent) but only 14.4 percent of the educators in this group continued to advise media or teach journalism.

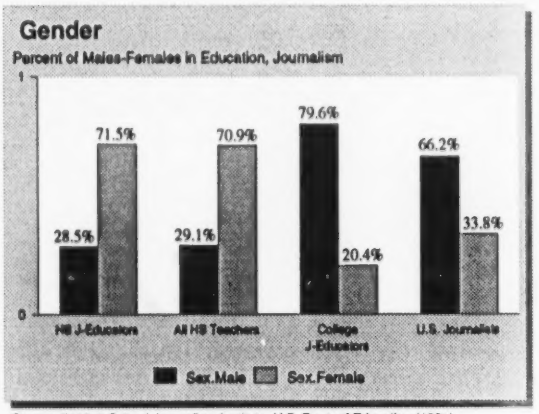


In this study, the veteran teachers with 15 or more years of experience comprised 52.7 percent of the total, but only 20.6 percent of the teachers taught journalism or advised media for 15 or more years.

Age, Gender and Race

Age. Secondary school journalism educators' average age is 40.9 — with a median of 41. The median age of all U.S. secondary school teachers is 41.1.[7] College and university journalism educators have a median age of 46[8] while it is 32.4 for U.S. journalists.[9]

Gender. Women predominate the secondary school journalism education scene, much as they do in high school teaching generally.



Source: IU High School Journalism Institute; U.S. Dept. of Education (1991); Weaver and Wilhoit *Portrait (1991);* Weaver and Wilhoit *Profile* (1988)

4. *Digest of Education Statistics 1990.* U.S. Department of Education Office of Educational Research and Improvement, Washington, D.C., 1991, p. 75. (Data collected in 1987-1988)

5. David Weaver and G. Cleveland Wilhoit, "A Profile of JMC Educators: Traits, Attitudes and Values," *Journalism Educator* 43 (Summer 1988), p. 28.

6. *Ibid.*, p. 16.

7. *Digest of Education Statistics 1990*, p. 75

8. Weaver and Wilhoit, "A Profile . . . ," p. 11

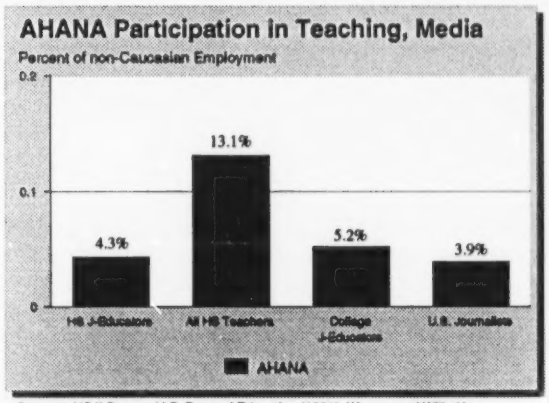
9. David H. Weaver and G. Cleveland Wilhoit, *The American Journalist: A Portrait of U.S. News People and Their Work*, 2nd ed. (Bloomington: Indiana University Press, 1991), p. 19. (Data collected 1982-1983)

In the current study of secondary school journalism teachers, 71.5 percent were women. The U.S. Department of Education reports that 70.9 percent of all secondary school teachers in public and private schools are women.[10]

The 1988 study of college journalism educators showed an opposite trend, with 79.6 percent of the faculty being males.[11] Also in a 1982-1983 study of the journalistic profession, 66.2 percent of the respondents were male; however, authors Weaver and Wilhoit point out that women were making better progress in the journalistic profession than they were in some other established professions.[12]

It should be noted that the prospects for greater percentages of women in the journalistic profession and in collegiate journalism education seem imminent in that females made up 61.9 percent of the bachelor's degree recipients, 61.3 percent of the master's degree recipients, and 44 percent of the doctoral recipients in the latest reporting period (1989-1990).[13]

Race. While the percentage of AHANA students in high school journalism programs is about the same as it is for the overall secondary school population in the U.S., the teachers and advisers in those media programs are decidedly from Caucasian backgrounds. Compared with all secondary school teachers from AHANA backgrounds (13.1 percent), only 4.3 percent of high school journalism educators come from African American, Hispanic, Asian American or Native American backgrounds.

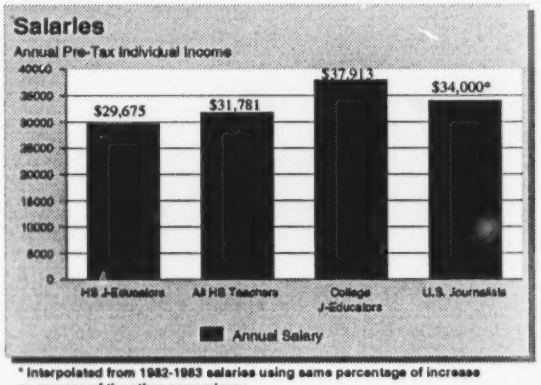


Sources: HSJI Survey; U.S. Dept. of Education (1991); Weaver and Wilhoit's *Profile* (1988); Weaver and Wilhoit's *Portrait* (1991).

College media educators are close to the same small proportion of AHANA faculty (5.2 percent) as found among high school ranks.[14] Depending on which source one consults and how one interprets it, the journalism profession is about the same in its small proportion of AHANA involvement.

For example, Weaver and Wilhoit found that 3.9 percent of U.S. journalists in 1982-1983 came from African American, Hispanic and Asian American backgrounds.[15] However, some improvement in participation has been noted within the past decade. A study by the American Society of Newspaper Editors in 1989 found that about 7.9 percent of the nation's newsroom jobs were held by AHANA reporters and editors, and that more than half of all U.S. daily newspapers employed no non-white journalists at all.[16]

Salaries, Compensation and Family Income



* Interpolated from 1982-1983 salaries using same percentage of increase as average of the other comparisons

Sources: HSJI Survey; Digest of Education Statistics 1990; Stuart and Dickey's "Faculty and Administration Faculty Survey" (1991); Weaver and Wilhoit's *The American Journalist* (1991)

Salaries. Secondary school journalism educators seem to be lagging behind — by more than $2,000 — in contracted school-year salary when compared with all U.S. secondary school teachers.

Journalism educators average $29,675 in annual pre-tax salary compared with $31,781 for all public and private high school teachers.[17] Until further analysis is able to be done, this is an inexplicable difference, especially considering that all other demographic institu-

10. *Digest of Education Statistics 1990*, p. 75

11. Weaver and Wilhoit, "A Profile . . . ," p. 11

12. Weaver and Wilhoit, *The American Journalist*, pp. 17, 19

13. Lee B. Becker, "Annual Enrollment Census: comparisons and Projections," *Journalism Educator* 46 (Autumn 1991), p. 57.

14. Weaver and Wilhoit, "A Profile . . . ," p. 12

15. Weaver and Wilhoit, *The American Journalist*, p. 23

16. ASNE Minorities Committee, *1989 Employment Survey* (Reston, Va.: American Society of Newspaper Editors, 1990)

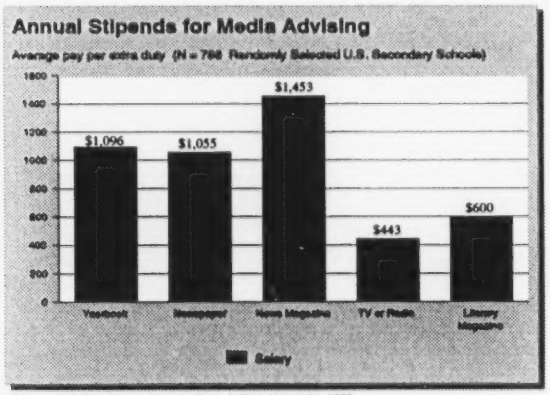
17. *Digest of Education Statistics 1990*. U.S. Department of Education Office of Educational Research and Improvement, Washington, D.C., 1991, p.83.

tional and personal data were virtually the same in this study and in ones done by the U.S. Department of Education of all high school teachers.

While the college journalism educators' salaries were $37,913 per year for the 1989-1990 school year,[18] it should be noted that collegiate educators' average ages are five years older, and their years of professional experience average about six years longer than their high school counterparts. It should also be noted that the current high school study was done the year after the collegiate study, so a greater disparity might be expected if college educators' salaries were adjusted to reflect an additional annual increase.

Until new data are gathered on the U.S. journalists, wage comparisons should not be rigidly drawn. Their median income in 1981 was $19,000.[19] An estimation of equivalent salaries in the 1990-1991 reporting period of the current study was made by using similar rates of increase experienced by teachers generally. That makes journalists' income about $34,000 per year. However, more specific data will be needed for an accurate comparison of the groups.

Compensation. High school journalism educators derive additional income through their media advising duties, as reflected in the graph below:



Source: High School Journalism Institute, Indiana University, 1992

Yearbook and newspaper stipends are virtually the same at $1,096 and $1,055 respectively. While the news magazine compensation appears, at $1,453, considerably better than those of any of the others, one must take into account that only 4.4 percent of the schools in the study had news magazines. Generally, schools with news magazines were in larger and more affluent school districts.

Lowest annual stipends among news media outlets are in radio or TV advising with an average of $443. But since only 12.7 percent of the schools in this study have broadcast media, the actual number of schools represented in this part of the study might be too small to accurately judge stipend size.

School literary magazine advising, generally not considered the prerogative of journalism educators, pays $600 annually. Nearly 38 percent of the schools in the study offer literary magazine experiences to students.

Family Income. Advisers in this study had family income (before taxes) in 1990 of $53,212. Their annual salary of $29,675 comprised about 56 percent of total family income. Advising stipends could not be calculated because of the difference in combinations of those parts of their total income.

Teaching - Advising Schedules and Workload

Journalism educators are busy people, with a typical teacher putting in a work week of more than 78 hours.

A school day for a high school journalism educator involves teaching 5.32 classes — and among these classes, 1.45 per day are journalism and 1.36 are lab classes related to media outlets.

Thus, the typical journalism educator in this study spends about 53 percent of the school day on journalism-related learning activities while the remaining 47 percent of the school day is spent on English, social studies, speech/drama or some other academic area.

According to the U.S. Department of Education, a typical secondary school teacher spends a little less time per day in classes — 5.14 — than does the journalism educator (5.32). The Department also lists 6.1 periods in an average school day.[20]

Beyond these formal class and lab times totalling 26.6 hours per week, advisers report spending 7 hours each week advising students in their publications or media work outside the school day.

Here's the remainder of a typical work week: 3.9 hours on hall duty, study hall, supervising detention; 2.9 hours completing forms and administrative paperwork; 10.5 hours preparing lessons, lectures, composing tests, grading papers; 4.2 hours doing background reading in various subject areas; 2.1 hours contacting employers on students' behalf and visiting students at worksites; 2.1 hours conducting makeup work for students; 3 hours per week counseling students; 10.6 hours coaching athletics; 5.4 hours directing non-athletic extracurricular activities (non-journalism); 3.8 hours participating in non-school sponsored activities with students (such as service and church); and 3.2 hours tutoring.

18. Elnora W. Stuart and Elizabeth B. Dickey, "Faculty and Administration Salary Survey and Analysis," *Journalism Educator* 46 (Summer 1991), p. 64.

19. Weaver and Wilhoit, *The American Journalist*, p. 82.

20. *Digest of Education Statistics 1990*, p. 138.

Professional Memberships and Involvement

Journalism educators in the study were asked, "To which of the following professional organizations do you or your students belong." Percent of the total number answering (out of 786 respondents) and the organizations are listed below. Generally, the list would indicate that journalism educators are considerably involved. However, it is interesting to note that the three most frequently selected choices are associations for teachers from many fields, not exclusively journalism.

Memberships

52.3% - State teachers association
50.8% - National Education Association
37.7% - Other teacher association
30.2% - Quill and Scroll
27.9% - State press association
21.0% - Journalism Education Association
16.2% - Columbia Scholastic Press Association
12.6% - National Scholastic Press Association
10.2% - American Federation of Teachers
7.0% - Other media association
4.5% - Phi Delta Kappa
2.8% - Society of Professional Journalists
2.2% - Southern Interscholastic Press Association
1.5% - Association for Education in Journalism and Mass Communication

N = 786

To arrive at an approximate number of total U.S. journalism educators who say they or their students participate in one of the above organizations, multiply the percentage of readership by 21,474 — the approximate baseline number of schools represented in this part of the analysis.

Use of Professional Media Journals

Reading. Journalism educators seem to read a wide variety of journals related to secondary school media teaching and advising.

With a higher percentage of schools having yearbooks than newspapers, and with professional yearbook companies blanketing the markets with their publications, it is not surprising that the two best-read periodicals of journalism educators are produced by yearbook publishers.

Of the non-profit organizations that produce periodicals for teachers, *Quill & Scroll* magazine is the most widely read. Publications produced by state high school press associations are the next best read of the journals, followed by what is now *Student Press Review* (named *School Press Review* at the time of the survey) produced by the Columbia Scholastic Press Association.

In the chart below, journalism educators' responses to the following question have been logged: "Which journalism education periodicals listed below do you read regularly?" The percentage of readership among 786 respondents is listed before each periodical. To get an approximate number of total educator readership in U.S. schools, multiply by 21,474. (Readership should not be equated with subscriptions.)

Readership

40.5% - *Adviser* (Jostens Yearbook Co.)
34.4% - *Taylor Talk* (Taylor Publishing Co.)
32.6% - *Quill & Scroll* Magazine
22.9% - State press association publications
21.8% - *Student Press Review* (CSPA) (formerly *School Press Review*)
17.7% - *Student Press Law Center Report*
17.6% - *C:JET* (Journalism Education Association)
7.8% - Other media publications
7.0% - *Trends* (NSPA publication)
6.5% - *Journalism Educator* (AEJMC)
5.1% - *Journalism Quarterly* (AEJMC)

Writing. Respondents were also asked, "Have you ever written an article and had it published on one of the above publications?" Nearly 5 percent indicated that they had. Thus, about 1,000 of the nation's journalism educators have written and had articles published in media-related journals.

Personal Use of News Media

High school journalism educators appear to be regular users of local and national news media.

They were asked, "How many days in a typical week do you use the following media?" Results follow:

Local newspaper, 5.5 days per week; cable or early evening network TV news, 5.6 days per week; local newscasts on TV, 5.6 days per week; local radio newscasts, 5.4 days per week; national radio network news, 5.1 days per week.

In addition to local media, 83 percent of the high school journalism educators listed general-interest magazines that they read regularly (that is, almost every issue). Among the top selections were *Time*, 29.8 percent; *Newsweek*, 26.8 percent; *Reader's Digest*, 10.2 percent; *U.S. News and World Report*, 9 percent; *National Geographic*, 7.9 percent; and *People*, 5.7 percent.

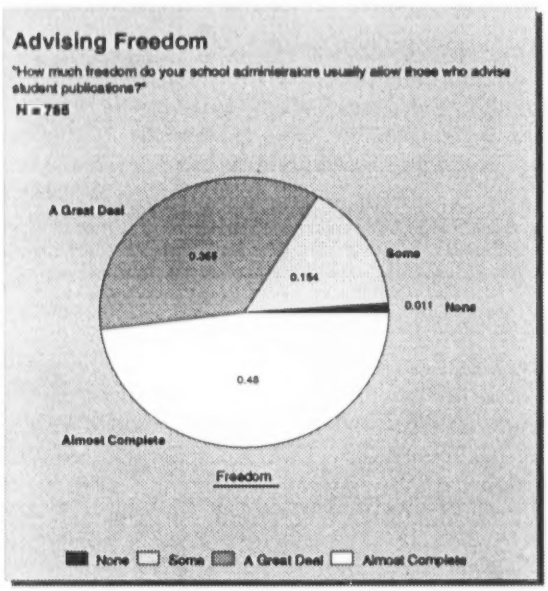
Besides local newspaper reading, 54 percent of the journalism educators read at least one non-local newspa-

per regularly (at least once a week). Among the top newspapers in terms of readership are *USA Today*, 26.5 percent; *New York Times*, 15 percent; and *Wall Street Journal*, 8.1 percent.

Advising Freedom

Since Jan. 13, 1988, when the U.S. Supreme Court handed down the *Hazelwood* v. *Kuhlmeier* decision that formally allowed school officials to more easily censor school-sponsored publications, many journalism educators have been more cognizant of First Amendment issues.

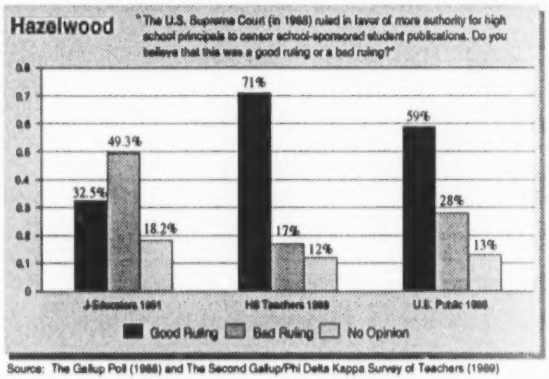
Respondents were asked, "How much freedom do your school administrators usually allow those who advise student publications?" Their answers are shown below:



Nearly 84 percent reported "a great deal" or "almost complete" freedom in advising. Another 15 percent indicated "some" freedom, while only 1 percent claimed "none."

Also, a direct question was asked journalism educators in the current study that was asked by the Gallup Poll organization of high school teachers (1989) and of the U.S. public (1988).[21] The *Hazelwood*-related question: "The U.S. Supreme Court (in 1988) ruled in favor of more authority for high school principals to censor school-sponsored student publications. Do you believe that this was a good ruling or a bad ruling?"

[21] Stanley Elam, *The Second Gallup/Phi Delta Kappa Survey of Public School Teacher Opinion: Portrait of a Beleaguered Profession* (Bloomington, Ind.: Phi Delta Kappa, Inc., 1989), p. 26.



Source: The Gallup Poll (1988) and The Second Gallup/Phi Delta Kappa Survey of Teachers (1989)

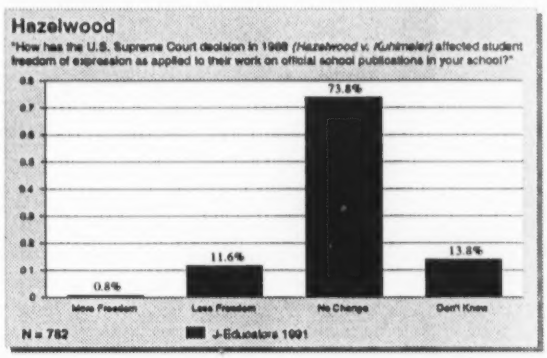
N = 782 (J-Ed.); N = 830 (Gallup-Teachers); N = about 1,200 (Gallup U.S.)

As can be seen in the above graph, almost 33 percent of the journalism educators thought *Hazelwood* was a good ruling. However, this is considerably lower than the percentage of their public high school teacher colleagues, who agreed at a 71 percent rate. Interestingly, the 59 percent of the general public — a much lower percentage than non-journalism public school teachers — favored the decision.

Somewhat curious is the high percentage (18.2 percent) of journalism eductors in the present study who had no opinion about *Hazelwood*. One possible explanation could be that many advisers today were not advising more than four years ago when the decision was rendered. Perhaps they did not take note of it at the time or have not studied it upon taking on the role of publications or media adviser.

A related question was also asked: "How has the U.S. Supreme Court decision in 1988 (*Hazelwood* v. *Kuhlmeier*) affected student freedom of expression as applied to their work on official school publications in your school?"

Almost 12 percent noted less freedom, less than 1 percent indicated more freedom, almost 74 percent answered "no change," and almost 14 percent did not know.



10

Job Satisfaction

High school journalism educators are well-satisfied with their jobs. Almost 36 percent claim to be "very satisfied," while an additional 48 percent note that they are "fairly satisfied."

These findings show higher rates of satisfaction than shown by high school teachers generally. For example, a 1987 study showed that only 70 percent of the high school teachers in the U.S. were very or fairly satisfied with their jobs, and only 9 percent were "very satisfied" — a significantly lower percentage than the journalism educators in this study.[22] Also, almost double (25.3 percent) high school educators in the 1987 study claimed to be "somewhat dissatisfied" compared with high school journalism educators (13.1).

The approximate same levels of job satisfaction have been found in both collegiate journalism educators and among professional journalists. While Weaver and Wilhoit's studies show a slightly higher percentage of "very satisfied" college journalism teachers and U.S. journalists, they found about 86 percent of the college teachers[23] and 84 percent of U.S. journalists[24] being very or fairly satisfied with their work.

[22] Penny Sebring, et al, *The National Longitudinal Study of the High School Class of 1972, Fifth Follow-up (1986)* (Chicago: National Opinion Research Center, 1987), p. 32.

[23] Weaver and Wilhoit, "A Profile . . . ," p. 22

[24] Weaver and Wilhoit, *The American Journalist*, p. 89.

Method

All 22,785 U.S. secondary schools that included at least grades 10-12 and were listed in *Patterson's American Education 1991* were potential sources. Computers at Quill and Scroll headquarters, at The University of Iowa, randomly selected 1,906 schools for the study. A several-page survey was addressed to the journalism educator. A postage-paid, self-addressed envelope was included in each, and after an initial mailing in February 1991, a follow-up to non-respondents was mailed in April 1991.

Altogether, 834 school personnel returned the survey for a response rate of nearly 44 percent. Some type of journalistic activity occurred in 789 of the schools during the 1990-1991 academic year (94.6 percent), and maximum sampling error for a random sample of this size is 3.4 percentage points at the 95 percent confidence level. Tolerances in sampling error were smaller than that as responses moved away from the 50th percentile.

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ENCLOSED:
Results of U.S. High School Journalism Survey